

Middle School Initiative

**PART I
COVER SHEET**

CAP 6 SEMESTER 1 WEEK 2

COURSE: Logistics Officer Leadership Laboratory, Achievement 15

LESSON TITLE: Communication in Command, Seminar Teaching Techniques

LENGTH OF LESSON: 110 Minutes

METHOD: Guided Discussion

REFERENCE(S):

1. *Leadership: 2000 and Beyond*, Volume III, Chapter 14
2. US Army Field Manual 22-100, *Army Leadership*, Jun 99
3. US Air Force Manual 36-2236, *Guidebook for Air Force Instructors*, Chapters 12 and 18, 15 Sep 94

AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL(S):

1. Handout 1 - General Eichelberger at Buna
2. Handout 2 - General Huebner and the "Big Red One"

COGNITIVE OBJECTIVE: The objective of this lesson is for each cadet to:

1. Comprehend the need for effective communication at command levels.
2. Understand the use of the seminar as a teaching tool.

COGNITIVE SAMPLES OF BEHAVIOR: Upon completion of this lesson, each cadet will:

1. Master the art of command communication.
2. Understand how to use the seminar as an effective teaching tool.

AFFECTIVE OBJECTIVE: N/A

AFFECTIVE SAMPLES OF BEHAVIOR: N/A

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PART II TEACHING PLAN

Introduction

ATTENTION: Good afternoon and welcome to your first leadership class in the logistics achievement.

MOTIVATION: Duty, Honor, Country. What do these three words mean to you? Think about them. As a senior cadet officer, these hallowed words dictate the direction that you should go.

OVERVIEW: Our lesson today will enlighten you in the needs for effective communication in command and explain the use of the seminar as a teaching tool.

TRANSITION: In 1962, General Douglas MacArthur stood before the Corps of Cadets at the United States Military Academy, West Point, New York, and gave an inspiring speech to them about their responsibilities to their service, their country, and their fellow man. His implication in this final communication with future leaders and commanders was to be professional in the service to their country, by word and deed.

Body

MP 1 During these past years we have been discussing many of the ways in which we must communicate with each other. As you have progressed upward in the program you have found that various communication tools have been used many times. One of these tools has been the use of practical application as part of your military leadership learning process.

At first, this was a downward communication from the instructor to you. To increase your leadership skills, you assisted each other in the development of these skills by communicating laterally. Of recent past your studies have required that you communicate up the chain of command to complete the cycle. You have accomplished all of this in an admirable fashion.

Today, we will look at a couple of episodes of senior level communications and their affect on the organizations they commanded.

Instructor's Note: Handout 1 is to be given to one-half of the class and Handout 2 to the other half.

MP 2 One group has received a handout on General Eichelberger and the other half a handout on General Huebner. Study these episodes of WWII history and determine the lines of

communications used by each officer to achieve their goals. Also determine their style of leadership.

NOTE: Allow about 15 minutes for the cadets to study their episodes and discuss among themselves the methodology of each officer. Reconvene the class and have each section present their views on the communication techniques of their episodal officer. Set the room in a seminar fashion before continuing the class.

- Describe the type of leadership each officer used to accomplish his goal.
- What kind of communication did each use? Upwards, downwards, or lateral?
- If the two original commanders had been left to continue the fight, do you think that the battles would have been won? At what cost, based on the scenario given?
- Did General Eichelberger instill the desire to fight in his men? How did he do this?
- In General Huebner's episode, what brought his army together?
- As an individual, which of these two officers would you like to emulate? Why?

Each of these officers was given a task to complete and their distinctive styles of leadership allowed them to communicate to their subordinates the will to win. These are but two of hundreds of episodes in all the wars that this country has participated in where major battles have been won or lost based on the ability to communicate intent.

TRANSITION: As you can see we reset the classroom in a seminar fashion so that each of you could see others without strain. This type of classroom setting is conducive to roundtable discussions and briefings where just about everyone is equal in job responsibility and knowledge.

MP 2 You may have noticed that your text calls this section "the seminar teaching technique." This is not a teaching technique as such but the setup of a classroom, essentially in a "U" shape so that all participants can see and interact with each other with reasonable ease.

The seminar can be considered as a "non-directed discussion method" and may be led by the class instructor or a class "peer." In most cases the peer system is used and the instructor plays a very minor role.

In its form, the peer-controlled seminar is a group of highly qualified individuals who meet periodically for the exchange of ideas, usually in the form of prepared papers with discussion or questions following. This could be akin to a briefing of an operations plan where all participants are players in the scenario and each presents his portion of the plan, for the sake of clarity. There would be tangible evidence of this discussion upon successful completion of the operation.

Like any other class, preparation for the presentation is paramount. The checklist on Pages 14-2 and 14-3 of your text will aid you in getting started and lead you to a successful completion.

(NOTE: discuss some of these checklist items to assure effective presentations.) All of our classroom activities from this point on will be in the seminar fashion, but not necessarily peer led. Selection of this style of class presentation is recommended for student interaction but, to be really effective, the instructor should control the discussion to assure a higher level of comprehension. If peer-controlled, it is quite possible that the goals, or objectives of the class will not be achieved through the pooling of ignorance.

NOTE: Further development of this instructional technique is left up to the class instructor based on his or her use of it in the past. The instructor may omit the comment on continued use of the seminar form of presentations, if desired.

Conclusion

SUMMARY: In our lesson today we have discussed the various levels of communication while in command through the use of historical episodes. We have also developed the use of the seminar as a reasonably effective tool in the art of classroom instruction.

REMOTIVATION: No man is fully able to command unless he has first learned to obey.

- Latin Proverb

CLOSURE: To close, let me quote Mr. F. Whitten Peters, Secretary of the Air Force, from a speech given at the Inaugural Educators Day, Andrews AFB, Maryland, on October 11, 2000. *"I am the father of three daughters. Two of them are just out of their teens, and I love them all. But, I didn't know until I went to Lackland (AFB, Texas) that teenagers actually picked things up off the ground voluntarily."* Hmmmmm, I wonder if we have gotten that far in our progress in this program?

DISMISSED!

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**PART III
LESSON REVIEW**

LESSON OBJECTIVE(S): The objective of this lesson was for each cadet to:

1. Comprehend the need for effective communication at command levels.
2. Understand the use of the seminar as a teaching tool.

LESSON QUESTIONS: N/A